

Pupil premium strategy statement – Shilbottle Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Termly – ongoing
Statement authorised by	Craig Shaw
Pupil premium lead	Craig Shaw
Governor / Trustee lead	Jenienne Hinchcliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21,925

Part A: Pupil premium strategy plan

Statement of intent

At Shilbottle Primary School, our ultimate objective is for all disadvantaged pupils to make strong progress from their starting points, achieve well across the curriculum and develop the confidence, resilience and independence needed to succeed both academically and socially.

Our pupil premium strategy is focused on high-quality teaching for all, underpinned by targeted academic support and strong pastoral care. As a small rural school, we know our pupils and families well, enabling us to tailor support precisely to individual need. We use ongoing assessment, staff professional judgement and evidence-informed practice to ensure that pupil premium funding is used effectively and responsively.

The key principles of our strategy are:

- High expectations for all pupils
- Early identification and timely intervention
- Strong relationships and pastoral support
- Regular monitoring and evaluation of impact

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in attainment in reading, writing and mathematics, often linked to lower starting points on entry.
2	Reduced confidence, resilience and independence when faced with challenge.
3	Social, emotional and mental health needs impacting engagement and readiness to learn for a small number of pupils.
4	Attendance and punctuality concerns for a small cohort of disadvantaged pupils.
5	Limited access to enrichment opportunities beyond the school day due to financial or logistical barriers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils make good or better progress from their starting points in reading, writing and mathematics	Internal assessment and teacher judgement show progress in line with or above national expectations.
The attainment gap between disadvantaged pupils and their peers is reduced.	End of year data shows narrowing gaps across core subjects.
Improved confidence, resilience and engagement in learning.	Pupil voice, behaviour logs and classroom observations demonstrate positive engagement.
Attendance for disadvantaged pupils is in line with whole-school figures.	Attendance data shows sustained improvement and reduced persistent absence.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality adaptive teaching in mixed-age classes, with lessons planned to meet the needs of disadvantaged pupils.	The EEF identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils.	1
Staff CPD focused on effective feedback, scaffolding and inclusive classroom practice.	EEF guidance highlights feedback and adaptive teaching as high-impact strategies when used consistently.	1, 2
Regular use of formative assessment to identify gaps quickly and adapt teaching accordingly.	EEF evidence shows that responsive teaching informed by assessment supports progress and reduces gaps.	1

Consistent whole-school approaches to behaviour and learning expectations to promote engagement and resilience.	EEF research indicates that clear routines and expectations support pupil confidence and engagement.	2
Deployment of experienced staff to support disadvantaged pupils within lessons.	EEF highlights the importance of skilled adults supporting learning at the point of need.	1, 2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group interventions in reading, writing and mathematics, delivered by trained staff and informed by termly assessment.	EEF evidence indicates that small-group tuition has a high impact on progress when groups are small and sessions are targeted to identified gaps.	1
One-to-one intervention for pupils with significant gaps in core subjects, including pre-teaching and over-learning.	EEF research shows that 1:1 tuition can accelerate progress when focused on specific learning needs and delivered by trained adults.	1
Additional phonics and early reading support for pupils not yet secure, including regular reading practice and phonics consolidation.	DfE and EEF guidance identify phonics and early reading intervention as key to closing early literacy gaps.	1
Precision teaching and short-term targeted support to address specific gaps in knowledge or misconceptions as they arise.	EEF highlights the effectiveness of targeted, time-limited interventions that are responsive to ongoing assessment.	1, 2
Structured support to build learning confidence alongside academic intervention, including positive feedback and scaffolded success.	EEF evidence shows that targeted academic support combined with confidence-building strategies improves engagement and resilience.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral and wellbeing support for disadvantaged pupils, including regular emotional check-ins and nurture-based approaches.	EEF evidence shows that social and emotional learning approaches have a positive impact on pupils' wellbeing and attainment.	3
Close monitoring of attendance and punctuality for disadvantaged pupils, with early intervention and engagement with families where concerns arise.	DfE guidance highlights that early and sustained attendance intervention improves outcomes for disadvantaged pupils.	4
Subsidising educational visits, visitors and enrichment activities to ensure disadvantaged pupils can participate fully.	EEF research recognises that enrichment activities improve engagement, motivation and cultural capital.	5
Support for pupils at key transition points to reduce anxiety and promote readiness to learn.	Research indicates that effective transition support has a positive impact on pupils' emotional wellbeing and engagement.	3
Removal of financial barriers to participation in wider school life, including clubs and residential visits.	EEF highlights the importance of equitable access to wider opportunities for disadvantaged pupils.	5

Total budgeted cost: £ 22,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and progress - reception to Y6

Reception

- In 2024/25 we had 2 children who were PP - 50% achieved their GLD

Year 1 phonics

- In 2024/25 we had 1 child who was PP and sat their phonics screening - 100% passed

Year 6 Outcomes

- In 2024/25 - we had 4 children who were PP sitting their KS2 SATS - 75% achieved RWM

During the previous academic year, disadvantaged pupils at Shilbottle Primary School made good progress from their individual starting points, particularly in reading and early literacy. This progress was supported by high-quality classroom teaching, targeted academic interventions and timely pastoral support.

Internal assessment information and teacher judgement show that the majority of disadvantaged pupils achieved expected progress in reading, writing and mathematics, with some pupils exceeding expectations. Due to small cohort sizes, attainment data is interpreted carefully; however, individual and cohort-level progress measures indicate that disadvantaged pupils are broadly keeping pace with their non-disadvantaged peers.

Targeted academic support, including small-group and one-to-one interventions, was effective in addressing identified gaps in learning. Pupils receiving additional phonics and reading support demonstrated improved fluency, confidence and engagement with texts over the year.

Attendance for disadvantaged pupils improved and was closely aligned with whole-school attendance. Early identification of concerns and regular communication with families contributed to improved punctuality and reduced absence for pupils previously identified as at risk.

Pastoral and wellbeing support had a positive impact on pupils' confidence, resilience and readiness to learn. Pupil voice and staff observations indicate that disadvantaged pupils feel supported, included and able to engage positively in school life and enrichment activities.

Overall, the school is on track to meet the intended outcomes set out in this pupil premium strategy. The combination of high-quality teaching, targeted support and wider strategies continues to have a positive impact, and areas for further development have been identified and incorporated into the current strategy plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
ASK Psychology	Sarah Brook

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.